

# **Roman Road SEF**

## **2016 - 17**

1. Response to targets set in SEF 2015-16
2. Attainment and Progress. Data from summer 2016
3. Quality of Teaching and Learning
4. Leadership and Management
5. Behaviour / Safety
6. Moral, Social, Cultural, Spiritual Development
7. SEN
8. Extended School Services
9. Attendance
10. Pupil Premium
11. Pre School facility
12. Curriculum
13. Whole School Next Steps 2016-18
14. Response to OFSTED 2013
15. Parents Questionnaire July 2016

### Appendix 1

Action Plan for improving higher order reading and improving attainment and progress in reading for Pupil Premium children

This document cross references and has links with Raise on Line; Pupil Progress Reports; Co-ordinator files; Performance Management / appraisal documents; School Governor Reports; School Development Plan; Coordinator Action Plans; parent questionnaires, additional SATs analysis Y2 and Y6

- **Response to priority targets set for SEF 2015-16**

- Increase rewards and decrease consequences

**Achieved – 98 more rewards in total and 44 less consequences in total**

	Sep 13 – July 14	Sep 14 – Jul 15	Sep 15 – July 16
<b>Rewards 3 / 4</b>	<b>1,610</b>	<b>1,887</b>	<b>1,988</b>
<b>Consequence 3 / 4</b>	<b>333</b>	<b>298</b>	<b>261</b>
<b>Reward 5</b>	<b>125</b>	<b>154</b>	<b>151</b>
<b>Consequence 5</b>	<b>8</b>	<b>10</b>	<b>3</b>

- For reading - to improve the impact of intervention for Pupil Premium pupils (and measure impact)

**Achieved**

**We have closed the gap between the amount of disadvantaged pupils making more than expected progress between Year 2 and Year 6. FSM expected progress outstripped non FSM**

	FSM expected Progress	Non FSM expected progress
2016	91%	80%

**Pupil Progress comparative data for pupils at or above age expected FSM against non FSM**

	FSM 2015	FSM 2016	Non FSM 2015	Non FSM 2016
Reading	84%	88%	80%	81%
Writing	67%	69%	68%	68%
Maths	78%	93%	79%	89%

FSM 2016 is above non FSM in all subjects

- To improve maths lessons that are Good or better

**Achieved**

	2015	2016
Good or better	84%	93%
Outstanding	24%	31%

- To embed use of a new assessment tools/spreadsheet/tests across the school, in line with ‘assessing without levels

**Achieved: new assessment procedures fully embedded**

- To introduce further target year group setting for literacy and numeracy following success in years 5 and 6.

**Achieved – sets are now used as an intervention tool for identified year groups**

- Improve reading of higher ability through more observations of guided reading, and utilising opportunities of new library (new school library is professionally run and manned by a librarian who runs literacy enriched activities for each class as timetabled).

**Achieved** (See full Action Plan and Evaluation SS)

We have closed the gap on the amount of pupils above age expected compared to national in reading.

	<b>School 2015 (Level 5)</b>	<b>National 2015 (level 5)</b>	<b>School 2016 (high score)</b>	<b>National 2016 (high score)</b>
Reading	35	48	22	19

In house pupil progress data shows the following:

	<b>July 2015</b>	<b>July 2016</b>
Pupils making more than expected progress	30%	59%

- To supplement monitoring and observations with informal ‘Learning Walks’

**Achieved - Strategy devised. Full programme of LW’s starting September 2016. AHT carrying out LW’s**

- Lessons to link with British values themes where possible ie History, Literacy, RE

**Achieved – selective examples below:**

**Year 1 – objective - To understand why rules are important. This was part of RE and explored the reason for rules in the classroom in order to have a happy safe environment where everyone is respected. Year 4 – objective - to say what inspires me and guides me in my life as part of RE. It explored the importance of good role models and who influences them. Year 5 looked at the life of Dr. Barnardo and what inspired him to start the Ragged School. Year 5 as part of RE and English discussed how we should treat each other and animals. Year 6 discussed what makes a good leader as part of RE and History. They also explored issues of race and equality by finding out about the life of Anne Frank and Nelson Mandela.**

- To modify the Performance Management cycle linked to Performance Related pay, in line with new assessment procedures (progress targets)

**Achieved – Procure modified and embedded. 2015 – 16 Performance Management reviews to start October 2016**

- To develop outside area

**Achieved – Park and farm fully functioning. Classes are timetabled to visit both.**

- To develop and grow preschool facility and develop all areas including Leadership of a high quality. The AHT to train Nursery Nurse to take over the running of this facility.

**Achieved – fully staffed and procedures embedded. On-gong training for current and new staff in Pre school**

## 2. Attainment and Progress - SATs 2016

### KS2

#### KS2 Attainment Three Year Trends

	2014 RR Expected +	2014 RR More than expected	2014 National Expected +	2014 National more than expected	2015 RR Expected +	2015 RR More than expected	2015 Nation al Expect ed +	2015 National more than expected	2016 RR Expect ed +	2016 RR Greater Develop ment	2016 Nation al Expect ed +	2016 Nation al Greate r Develop ment
R	100%	69%	89%	49%	100%	35%	89%	48%	89%	22%	66%	16%
W	92%	54%	85%	33%	100%	46%	87%	36%	89%	15%	74%	15%
M	92%	58%	86%	42%	100%	73%	80%	55%	96%	19%	70%	17%
G	88%	69%	76%	52%	96%	77%	87%	41%	81%	19%	72%	22%

2014 and 2015 based on National Curriculum Levels Level 4C + and more than expected is Level 5+.

2016 is based on good performance (expected) and better than good performance (high)

### KS2 Attainment 2016

#### Attainment - All pupil - Overall

	Expected School %	Expected National %	Difference	Equal to National number of pupils	GD School %	GD School National %	Difference	Equal to National number of pupils
<b>R,W,M</b>	85%	53%	+32%	na	7%	5%	+2%	na
<b>Reading</b>	89%	66%	+23%	+6	22%	19%	+3%	0
<b>Writing</b>	89%	74%	+15%	+4	15%	15%	= %	0
<b>Maths</b>	96%	70%	+26%	+7	19%	17%	+2%	0
<b>EGPS</b>	81%	72%	+9%	n/a	19%	22%	-3%	Na
<b>Spelling</b>	Ave mark 15	Ave mark 15	n/a	n/a	n/a	n/a	N/a	N/a
<b>Science</b>	100%	81%	n/a	n/a	n/a	n/a	N/a	n/a

### Attainment - Disadvantaged pupils - Overall

	Expected School %	Expected National %	Difference	Equal to National number of pupils	GD School %	GD School National %	Difference	Equal to National number of pupils
<b>R,W,M</b>	<b>79%</b>	<b>60%</b>	<b>+19%</b>	na	<b>0%</b>	<b>7%</b>	<b>-7%</b>	na
<b>Reading</b>	86%	71%	+15%	+1	7%	23%	-16%	-2
<b>Writing</b>	86%	79%	+7%	0	7%	18%	-11%	-1
<b>Maths</b>	100%	75%	+25%	+3	7%	20%	-13%	-1
<b>EGPS</b>	71%	78%	<b>-7%</b>	n/a	14%	27%	<b>-13%</b>	n/a
<b>Spelling</b>	Average mark 15	Average mark 15	= %	n/a	n/a	n/a	m/a	n/a
<b>Science</b>	100%	86%	+14%	n/a	n/a	n/a	n/a	n/a

### Attainment - Other pupils - Overall

	Expected School %	Expected National %	Difference	Equal to National number of pupils	GD School %	GD School National %	Difference	Equal to National number of pupils
<b>Reading</b>	92%	71%	+21%	+2	38%	23%	+15%	+2
<b>Writing</b>	92%	79%	+13%	+1	23%	18%	+5%	0
<b>Maths</b>	92%	75%	+17%	+2	31%	20%	+11%	+1
<b>EGPS</b>	92%	78%	+14%	n/a	23%	27%	<b>-4%</b>	n/a
<b>Spelling</b>	Average mark 15	Average mark 15	= %	n/a	n/a	n/a	m/a	n/a
<b>Science</b>	100%	86%	+14%	n/a	n/a	n/a	n/a	n/a

## KS2 attainment against prior attainment

### Attainment against KS1 attainment – **Expected** – all pupils

	School Low	National Low	Equal to National number of pupils	School Middle	National Middle	Equal to National number of pupils	School high	National high	Equal to National number of pupils
<b>Reading</b>	67%	18%	+1	88%	64%	+4	100%	97%	0
<b>Writing</b>	100%	25%	+1	85%	82%	0	100%	99%	0
<b>Maths</b>	100%	14%	+2	95%	69%	+4	100%	98%	0

### Attainment against KS1 attainment – **Expected** - disadvantaged

	School Low	National Low	Equal to National number of pupils	School Middle	National Middle	Equal to National number of pupils	School high	National High	Equal to National number of pupils
<b>Reading</b>	67%	20%	+1	89%	68%	+1	100%	97%	0
<b>Writing</b>	100%	28%	0	82%	84%	0	100%	99%	0
<b>Maths</b>	100%	16%	+1	100%	73%	+2	100%	99%	0

Attainment against KS1 attainment– **Expected** - other

	School Low	National Low	Equal to National number of pupils	School Middle	National Middle	Equal to National number of pupils	School high	National High	Equal to National number of pupils
<b>Reading</b>	Na	Na	na	88%	68%	+1	100%	97%	0
<b>Writing</b>	100%	28%	0	89%	84%	0	100%	99%	0
<b>Maths</b>	100%	16%	0	89%	73%	+1	100%	99%	0

Attainment against KS1 attainment - **GD** – all pupils

	School Low	National Low	Equal to National number of pupils	School Middle	National middle	Equal to National number of pupils	School high	National High	Equal to National number of pupils
<b>Reading</b>	0%	1%	0%	12%	9%	0	57%	49%	0
<b>Writing</b>	0%	0%	0%	0%	11%	-2	80%	54%	+1
<b>Maths</b>	0%	0%	0%	11%	8%	0	60%	51%	0

Attainment against KS1 attainment – **GD** - Disadvantaged pupils

	School Low	National Low	Equal to National number of pupils	School Middle	National middle	Equal to National number of pupils	School high	National high	Equal to National number of pupils
<b>Reading</b>	0%	1%	0%	0%	11%	0	50%	52%	0
<b>Writing</b>	0%	1%	0%	0%	12%	-1	50%	55%	0
<b>Maths</b>	0%	1%	0%	10%	10%	0	0%	53%	-1

Attainment against KS1 attainment– **GD** - Other pupils

	School Low	National Low	Equal to National number of pupils	School Middle	National middle	Equal to National number of pupils	School high	National high	Equal to National number of pupils
<b>Reading</b>	Na	na	Na	25%	11%	+1	60%	52%	0
<b>Writing</b>	0%	1%	0%	0%	12%	-1	100%	55%	+1
<b>Maths</b>	0%	1%	0%	11%	10%	0	100%	53%	+1

Attainment – Key Average scaled scores

	School	National	School Disadvantaged	National Disadvantaged	School Other	National Other
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<b>Reading</b>	105.9	102.6	104.6	103.8	107.3	103.8
<b>Writing</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>Maths</b>	105.9	103.0	104.6	104.1	107.3	104.1

### **Attainment – Additional Average scaled scores**

#### **Reading**

	<b>School</b>	<b>National</b>
<b>Male</b>	103.8	101.8
<b>Female</b>	107.1	103.4
<b>Disadvantaged</b>	104.6	103.8
<b>Other</b>	107.3	103.8
<b>SEN with support</b>	102.4	102.6
<b>On roll Y5/6</b>	106.2	102.8
<b>EAL</b>	107.2	102.6
<b>White</b>	108.0	102.6
<b>British</b>	107.7	102.6

#### **Writing (no ASS available. Percentages for Expected Standard +)**

	<b>School</b>	<b>National</b>
<b>Male</b>	80%	68%
<b>Female</b>	94%	81%
<b>Disadvantaged</b>	86%	79%
<b>Other</b>	92%	79%
<b>SEN with support</b>	75%	74%
<b>On roll Y5/6</b>	92%	75%
<b>EAL</b>	94%	74%
<b>White</b>	100%	74%
<b>British</b>	100%	74%

#### **Maths**

	<b>School</b>	<b>National</b>
<b>Male</b>	104.0	103.3
<b>Female</b>	107.1	102.8
<b>Disadvantaged</b>	104.6	104.1
<b>Other</b>	107.3	104.1
<b>SEN with support</b>	103.0	103.0
<b>On roll Y5/6</b>	106.1	103.2
<b>EAL</b>	107.5	103.0
<b>White</b>	103.8	103.0
<b>British</b>	103.7	103.0

#### **R,W,M (no ASS available. Percentages for Expected Standard +)**

	<b>School</b>	<b>National</b>
<b>Male</b>	70%	49%
<b>Female</b>	94%	57%

Disadvantaged	79%	60%
Other	92%	60%
SEN with support	63%	53%
On roll Y5/6	88%	55%
EAL	94%	53%

### SPAG

	School	National
Male	102.0	103.0
Female	105.8	105.0
Disadvantaged	103.1	105.0
Other	105.8	105.0
SEN with support	99.0	104.0
On roll Y5/6	104.7	104.2
EAL	107.2	104.0
White	100.3	104.0
British	100.3	104.0

### Attainment by Gender

	Boys School expected	Boys national expected	Boys School GD	Boys national GD	Girls School expected	Girls National expected	Girls School GD	Girls national GD
Reading	80%	62%	0%	16%	94%	70%	35%	22%
Writing	80%	68%	0%	11%	94%	81%	24%	19%
Maths	90%	70%	10%	18%	100%	70%	24%	15%

### Attainment SEN (8 pupils)

	SEN School Expected	SEN National expected	SEN School GD	SEN National GD	Average score school	Average score national
Reading	63%	66%	13%	19%	102.4	102.6
Writing	75%	44%	0%	15%	Na	Na
Maths	88%	70%	0%	17%	103.0	103.0
R,w,m	63%	53%	0%	5%	Na	na
SPAG	50%	72%	0%	22%	99.0	104.0

### KS2 Progress

Progress scaled scores KS1 – KS2 - all pupils - overall

	School Score Expected overall	National Expectation	Difference	Rank
Reading	4.58 Top 10% Nationally	0.00	+4.58	6
Writing	3.07	0.00	+3.07	14
Maths	4.08 Top 10%	0.00	+4.08	6



Progress scaled scores KS1 – KS2 - **all pupils** – low, middle, high

	<b>School low</b>	<b>National low</b>	<b>Difference</b>	<b>School middle</b>	<b>National Middle</b>	<b>Difference</b>	<b>School High</b>	<b>National high</b>	<b>Difference</b>
<b>Reading</b>	12.11 Top 10%	0.00	+12.11 Top 10%	4.87	0.00	+4.87 Top 10%	0.64	0.00	+0.64
<b>Writing</b>	11.55 Top	0.00	+11.55	2.35	0.00	+2.35	1.16	0.00	+1.16
<b>Maths</b>	8.93 Top 10%	0.00	+8.93	4.75 top	0.00	+4.75	0.36	0.00	+0.36

Progress scaled scores KS1 – KS2 - **disadvantaged**

	<b>School Score Expected overall</b>	<b>National Expectation</b>	<b>Difference</b>	<b>Rank</b>
<b>Reading</b>	4.57 Top 10%	0.33	+4.24	6
<b>Writing</b>	3.13	0.12	+3.01	13
<b>Maths</b>	3.86 Top 10%	0.24	+3.62	7

Progress scaled scores KS1 – KS2 - **disadvantaged** - low, middle, high

	<b>School Low</b>	<b>National low</b>	<b>Difference</b>	<b>School middle</b>	<b>National Middle</b>	<b>Difference</b>	<b>School High</b>	<b>National high</b>	<b>Difference</b>
<b>Reading</b>	9.64 Top 10%	0.36	+9.28	4.59 Top 10%	0.35	+4.24	-0.58	0.30	-0.88 2 pupils
<b>Writing</b>	12.13 Top 10%	0.34	+11.79	2.10	0.10	+1.00	-0.68	0.11	-0.79 2 pupils
<b>Maths</b>	9.17 Top 10%	0.45	+8.72	4.29 Top 10%	0.26	+4.03	-3.57	0.17	-3.74 2 pupils

Progress scaled scores KS1 – KS2 - **all pupils - other**

	<b>School Score Expected overall</b>	<b>National Expectation</b>	<b>Difference</b>
<b>Reading</b>	4.59 Top 10%	0.33	+4.26
<b>Writing</b>	3.00	0.12	+2.87

<b>Maths</b>	4.31 Top 10%	0.24	+4.07
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Progress scaled scores KS1 – KS2 - **Other** - low, middle, high

	School low	National low	Difference	School middle	National middle	Difference	School high	National high	Difference
<b>Reading</b>	17.04 Top 10%	0.36	+16.68	5.28 Top 10%	0.35	+4.94	1.13	0.30	+0.83
<b>Writing</b>	10.40	0.34	+10.06	2.72	0.10	+2.62	1.90	0.11	+1.79
<b>Maths</b>	8.45	0.45	+8.45	5.42 Top 10%	0.26	+5.16	1.93	0.17	+1.76

### KS1 – KS2 Transition 2016 – Prior attainment to expected

	L1 – 100+	L1+ - 100+	L2C – 100+	L2C+ – 100+	L2b – 100+	L2b+ - 100+	L2a – 100+	L2a+ - 100+	L3 – 100+
<b>Reading</b>	2/3 67%	24/27 89%	9/11 82%	22/24 92%	4/4 100%	13/13 100%	2/2 100%	9/9 100%	7/7 100%
<b>Reading disadvantaged</b>	2/3 67%	12/14 86%	4/5 80%	10/11 91%	3/3 100%	6/6 100%	1/1 100%	3/3 100%	2/2 100%
<b>Maths</b>	3/3 100%	26/27 96%	6/7 86%	23/24 96%	8/8 100%	17/17 100%	4/4 100%	9/9 100%	5/5 100%
<b>Maths disadvantaged</b>	2/2 100%	14/14 100%	4/4 100%	12/12 100%	4/4 100%	8/8 100%	2/2 100%	4/4 100%	2/2 100%
	L1 – EXP+	L1+ - EXP+	L2C – EXP+	L2C+ – EXP+	L2b – EXP+	L2b+ - EXP+	L2a – EXP+	L2a+ - EXP+	L3 – EXP+
<b>writing</b>	2/2 100%	24/27 89%	9/12 75%	22/25 88%	4/4 100%	13/13 100%	4/4 100%	9/9 100%	5/5 100%
<b>Writing disadvantaged</b>	1/1 100%	12/14 89%	6/8 75%	11/13 85%	1/1 100%	5/5 100%	2/2 100%	4/4 100%	2/2 100%

### KS1 – KS2 Transition 2016 – Prior attainment to High

	L2b – High	L2b+ - High	L2a – High	L2a+ - High	L3 – High
<b>Reading</b>	1/4 25%	5/13 38%	0/2 0%	4/9 44%	4/7 57%
<b>Reading disadvantaged</b>	0/3 0%	1/6 17%	0/1 0%	1/3 33%	1/2 50%
<b>Maths</b>	1/8 13%	5/17 29%	1/4 25%	4/9 44%	3/5 60%
<b>Maths disadvantaged</b>	0/4 0%	0/12 0%	1/2 50%	1/6 17%	0/2 0%
	L2b – GDS	L2b+ - GDS	L2a – GDS	L2a+ - GDS	L3 – GDS
<b>Writing</b>	0/4	4/13	4/4	4/9	4/5

	0%	31%	100%	44%	80-%
<b>Writing disadvantaged</b>	0/1 0%	1/5 20%	0/2 0%	1 / 4 25%	1 / 2 50%

*School disadvantaged is always compared against National 'other' as opposed to National Disadvantaged*

## KS1

Attainment - **All pupils** - over all

	Expected School %	Expected National %	Difference	Equal to National number of pupils	Greater depth School %	Greater depth National %	Difference	Equal to National number of pupils
<b>Reading</b>	91%	74%	+17%	+9	22%	24%	-2%	0
<b>Writing</b>	81%	65%	+16%	+8	26%	13%	+13%	+6
<b>Maths</b>	91%	73%	+18%	+2	22%	18%	+4%	+2
<b>Science</b>	93%	82%	+11%	n/a	n/a	n/a	n/a	n/a

Attainment - **Disadvantaged** - overall

	Expected School %	Expected National %	Difference	Equal to National number of pupils	Greater depth School %	Greater depth National %	Difference	Equal to National number of pupils
<b>Reading</b>	95%	78%	+17%	+3	16%	27%	-11%	-2
<b>Writing</b>	84%	70%	+14%	+2	26%	16%	+10%	+2
<b>Maths</b>	95%	77%	+18%	+3	5%	20%	-15%	-2

Attainment - **Other** - overall

	Expected School %	Expected National %	Difference	Equal to National number of pupils	Greater depth School %	Greater depth National %	Difference	Equal to National number of pupils
<b>Reading</b>	89%	78%	+11%	+3	26%	27%	-1%	0
<b>Writing</b>	80%	70%	+10%	+3	26%	16%	+10%	+3
<b>Maths</b>	89%	77%	+12%	+4	31%	20%	+11%	+3

**Attainment – At least expected standard – Expected +**

### Reading

	School	National
<b>Male</b>	87%	70%
<b>Female</b>	96%	78%
<b>Disadvantaged</b>	95%	78%
<b>Other</b>	89%	78%
<b>SEN with support (8)</b>	63%	74%
<b>EAL</b>	91%	74%
<b>White</b>	92%	74%
<b>British</b>	100%	74%

### Writing

	School	National
Male	70%	59%
Female	96%	73%
Disadvantaged	84%	70%
Other	80%	70%
SEN with support (8)	38%	65%
EAL	82%	65%
White	67%	65%
British	75%	65%

### Maths

	School	National
Male	83%	72%
Female	100%	74%
Disadvantaged	95%	77%
Other	89%	77%
SEN with support (8)	38%	73%
EAL	97%	73%
White	91%	73%
British	92%	73%

### Attainment – Greater Depth

#### Reading

	School	National
Male	20%	20%
Female	25%	27%
Disadvantaged (19)	16%	27%
Other	26%	27%
SEN with support (8)	0%	24%
EAL	26%	24%
White (12)	8%	24%
British (4)	0%	24%

#### Writing

	School	National
Male	23%	10%
Female	29%	17%
Disadvantaged	26%	16%
Other	26%	16%
SEN with support (8)	0%	13%
EAL	82%	65%

White (12)	8%	13%
British (4)	0%	13%

### Maths

	School	National
Male	27%	19%
Female	17%	16%
Disadvantaged (19)	5%	20%
Other	31%	20%
SEN with support (8)	0%	18%
EAL	26%	18%
White (12)	8%	18%
British (4)	0%	18%

## KS2 Trends for Attainment and Progress

### R/w/m

	Actual results 2014	Actual results 2015	Actual results 2016	Pupil Progress 2014	Pupil Progress 2015	Pupil Progress 2016
Expected	69	58	85	+28	+9	+41
Higher	19	12	7	+16	+8	+2

### Reading

	Actual results 2014	Actual results 2015	Actual results 2016	Pupil Progress 2014	Pupil Progress 2015	Pupil Progress 2016
Expected	77%	65%	89%	+20%	+5%	+30%
Higher	35%	12%	22%	+23%	+1%	+5%

### Writing

	Actual results 2014	Actual results 2015	Actual results 2016	Pupil Progress 2014	Pupil Progress 2015	Pupil Progress 2016
Expected	92	100	89	+8	+13	+21
Higher	54	46	15	+29	+23	+0

### Maths

	Actual results 2014	Actual results 2015	Actual results 2016	Pupil Progress 2014	Pupil Progress 2015	Pupil Progress 2016
Expected	85%	92%	96%	25%	29%	33%

<b>Higher</b>	31%	42%	19%	25%	33%	6%
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*Details re above tables. The 2016 scores are actual scores achieved. The 2014 and 2015 scores are 'expected' scores, based on calculations and formulae used in 2016 ie Non National Curriculum levels.*

## Progress - KS1 attainment against prior Early Learning Goals

### Expected

Attainment – **expected** - all pupils

	School Emerging	National Emerging	Equal to National number of pupils	School Expected	National Expected	Equal to National number of pupils	School Exceeding	National Exceeding	Equal to National number of pupils
<b>Reading</b>	67%	36%	+2	95%	85%	+3	100%	99%	0
<b>Writing</b>	36%	30%	0	92%	82%	+4	100%	98%	+1
<b>Maths</b>	70%	36%	+3	95%	86%	+3	100%	99%	0

Attainment – **expected** - disadvantaged

	School Emerging	National Emerging	Equal to National number of pupils	School Expected	National Expected	Equal to National number of pupils	School Exceeding	National Exceeding	Equal to National number of pupils
<b>Reading</b>	100%	39%	+1	93%	87%	0	100%	99%	0
<b>Writing</b>	50%	33%	0	92%	83%	+1	100%	99%	0
<b>Maths</b>	100%	40%	+1	93%	87%	0	100%	99%	0

Attainment – **expected** - other

	School Emerging	National Emerging	Equal to National number of pupils	School Expected	National Expected	Equal to National number of pupils	School Exceeding	National Exceeding	Equal to National number of pupils
<b>Reading</b>	50%	39%	0	96%	87%	+2	100%	99%	0
<b>Writing</b>	29%	33%	0	92%	83%	+2	100%	99%	0
<b>Maths</b>	57%	40%	+1	96%	87%	+2	100%	99%	0

### Greater depth

Attainment – **Greater depth** - All pupils

	School Emerging	National Emerging	Equal to National number of pupils	School Expected	National Expected	Equal to National number of pupils	School Exceeding	National Exceeding	Equal to National number of pupils
<b>Reading</b>	0%	2%	0	21%	20%	0	80%	65%	0
<b>Writing</b>	0%	1%	0	29%	13%	+6	100%	52%	+1

<b>Maths</b>	0%	2%	0	23%	18%	+1	100%	59%	+1
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Attainment – Greater depth - Disadvantaged

	School Emerging	National Emerging	Equal to National number of pupils	School Expected	National Expected	Equal to National number of pupils	School Exceeding	National Exceeding	Equal to National number of pupils
<b>Reading</b>	0%	2%	0	14%	21%	-1	100%	66%	0
<b>Writing</b>	0%	1%	0	31%	14%	+2	100%	53%	0
<b>Maths</b>	0%	2%	0	0%	20%	-2	100%	61%	0

Attainment – Greater depth - Other

	School Emerging	National Emerging	Equal to National number of pupils	School Expected	National Expected	Equal to National number of pupils	School Exceeding	National Exceeding	Equal to National number of pupils
<b>Reading</b>	0%	2%	0	25%	21	0	75%	66%	0
<b>Writing</b>	0%	1%	0	28%	14	+3	100%	53%	0
<b>Maths</b>	0%	2%	0	36%	20	+3	100%	61%	0

Attainment - SEN (8 pupils)

	School SEN (8 pupils) Expected	National SEN	School Non SEN(46 pupils)	National Non SEN
<b>Reading</b>	63%	Na	96%	82%
<b>Writing</b>	38%	Na	89%	73%
<b>Maths</b>	38%	na	100%	80%
<b>Science</b>	63%	na	98%	46%

**Progress end of Nursey to end of KS1 (based on 42 pupils here for both periods)**

	<b>Reading</b>	<b>writing</b>	<b>Maths</b>
No progress made (stayed at same level)	11/42 26% (inc one pupil AB to AB)	16/42 38% (inc two pupils AB to AB)	12/42 29% (inc two pupils AB to AB)
Drop in progress	1/42 2%	0/42 0%	0/42 0%
<b>Progress made</b>	<b>30/42</b> <b>71%</b>	<b>26/42</b> <b>62%</b>	<b>30/42</b> <b>71%</b>

AB = above

**KS1 and 2 SATS analysis and commentary from data from Raise on Line and OFSTED Dashboard – for Disadvantaged and SEN pupils; where attainment or progress was below National**

**KS1 SEN**

Class	Name	SEN Status	Read Recep	R KS1	Writing Rec	W KS1	Maths Rec	M KS1	Commentary
3A	Marco DUKIC	SEN Support	B	B	B	B	B	B	SEN, (Global delay), Summer birth
3A	Abdellah EL FIHRI	SEN Support	B	A	B	A	B	A	
3A	David GOMES	SEN Support	B	B	B	A	A	A	SEN, Behaviour, EAL
3A	Codie LOADES	SEN Support	A	B	A	B	A	A	SEN (visual impairment), Adult support
3A	Pawel RESZKE	SEN Support	na	A	na	A	Na	A	
3B	Munisah AHMED	SEN Support	A	B	A	A	A	B	SEN, Summer birth
3B	Isaiah ALEXANDER	SEN Support	B	B	B	B	B	B	SEN, summer birth, social/emotional issues
3B	Adam KABAGAMBE	SEN Support	A	A	A	A	A	A	
3B	Adam WILSON	SEN Support	B	A	A	B	A	A	SEN low self-esteem, autistic spectrum, behaviour

The table below represents pupils who at the end of the year 2 pupils who were here end of reception and end of KS1 the following made expected progress. This is the percent who were Below in reception and stayed Below end of KS1 or were At in reception and were Below end of KS1

Reading	3/8 88%
Writing	4/8 50%
Maths	5/8 63%

**KS2 SEN**

**Pupils who didn't make progress and pupils who attained below 100 for Grammar**

Y6	2C=At??	Writin	Writing	Maths	Maths	SPAG	Commentary
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2015/16			g KS1	ks2	KS1	KS2	KS2	
	Maddison Brown	SEN Support	A	A	A	105	101	
	Millie Hooper	SEN Support	B	A	B	104	101	
	Najiya HUSSAIN	SEN Support	A	A	B	104	100	
	Frankie PERRY	SEN Support	B	A	B	102	99	
	Alesha STANDING	SEN Support	na	B	na	104	93	Low attendance, summer birth, home schooled for 2 years, significant health issues
	Teddy TURAY	SEN Support	A	A	A	105	96	Summer birth, S + L issues around comprehension, retention
	Oghosa WILLIAMS	SEN Support	A	B	A	98	96	Summer birth
	Fahima ZAMAN	SEN Support	A	A	A	102	106	

This table shows the percent of SEN pupils who made expected progress between KS1 and KS2. t in KS1 but Below at end of KS2

Reading (SEN)	7/7 100%
Writing (SEN)	7/8 88% = (1 pupil who was At in Reception and Below end of KS1)
Maths (SEN)	7/8 88% = (1 pupil who was At in Reception and Below end of KS1)

This table show the SEN pupils who scored below age expected attainment in KS2 Grammar test ie below 100

	SEN At age expected
Grammar attainment	4/8 50%

### KS1 Disadvantaged

Any Disadvantaged who got exceeding (2) reading and maths at end of reception but didn't get GD or got expected (2) in Reception but didn't get Expected KS1

Current year 3- 'ever been' FSM:

Name	Reg	FSM Ever 6	Reading Rec	R KS1	Maths Rec	M KS1	Commentary
AHMED Munisah	3B	T	A	B	A	A	SEN, Summer birth

Name	Reg	FSM Ever 6	Reading Rec	R KS1	Maths Rec	M KS1	Commentary
AHMED Rayhan	3B	T	na	A	Na	A	
AUSTEN Charlie	3B	T	A	A	A	A	
FOULGER Cameron	3A	T	A	A	A	A	
GOMES MIRANDA David Manuel	3A	T	A	A	B	A	
HANNAN Faizah	3B	T	A	AB	A	A	
HUSSAIN Shakera	3A	T	A	A	A	A	
JAMA Sulub	3A	T	B	A	B	A	
MYRIE Tiana	3B	T	A	A	A	A	
PALMER-MUNROE Keisha	3A	T	A	A	A	A	
PERRY Joey	3A	T	A	A	A	A	
RESZKE Pawel	3A	T	na	A	na	A	
SINGH Sean	3B	T	A	A	A	A	
WEBBER Justin	3A	T	Na	A	na	A	
WILSON Adam	3B	T	B	A	A	B	SEN low self-esteem, autistic spectrum, behaviour
YASMIN Mariya	3A	T	A	AB	A	A	
ZAMAN Nabiya	3A	T	A	A	A	A	

This table shows disadvantaged pupils who made progress between end of Reception and end KS1

	<b>Made expected progress</b>
Reading FSM	13/14 93%
Maths FSM	13/14 93%

## Phonics

### Attainment – Percentages attaining expected Standard – End of Year 1

46 Pupils	School	National
<b>Male</b>	96%	77%
<b>Female</b>	91%	84%
<b>Disadvantaged</b>	90%	70%
<b>Other</b>	94%	83%
<b>SEN with support (3)</b>	33%	46%
<b>EAL</b>	93%	80%
<b>British (3)</b>	67%	81%
<b>Black African (4)</b>	75%	84%

### Attainment – Percentages attaining expected Standard – End of Year 1

54 pupils	School	National
<b>Male</b>	93%	89%
<b>Female</b>	96%	93%
<b>Disadvantaged</b>	95%	86%
<b>Other</b>	94%	93%
<b>SEN with support</b>	75%	69%
<b>EAL</b>	94%	90%
<b>British</b>	100%	92%
<b>Indian (4)</b>	75%	95%

### Phonics Trends - Year 1

	2014 - 51 pupils	2015 - 59 pupils	2016 - 46 pupils
<b>Expected All school</b>	90%	85%	<b>93%</b>
<b>Expected National</b>	74%	77%	<b>81%</b>
<b>Disadvantaged school</b>	94%	82%	<b>90%</b>
<b>Disadvantaged National</b>	78%	80%	<b>83%</b>
<b>Other school</b>	88%	86%	<b>94%</b>
<b>Other national</b>	78%	80%	<b>83%</b>

### Phonics Trends - Year 2

	2015 - 52 pupils	2016 - 54 pupils
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<b>Expected All school</b>	94%	<b>94%</b>
<b>Expected National</b>	90%	<b>91%</b>
<b>Disadvantaged school</b>	100%	<b>95%</b>
<b>Disadvantaged National</b>	92%	<b>93%</b>
<b>Other school</b>	91%	<b>94%</b>
<b>Other national</b>	92%	<b>93%</b>

## EYFS Data

### End of EYFS 2016 - Comparison with LA and Roman Road

	<b>Total cohort</b>	<b>GLD</b>	<b>COM</b>	<b>PYS</b>	<b>PSE</b>	<b>Prime Goals</b>	<b>LIT</b>	<b>MAT HS</b>	<b>UW</b>	<b>EXD</b>	<b>Specific Goals</b>	<b>All Goals</b>	<b>Average Total Point score</b>
<b>LA</b>	5029	72.5	81.9	88.6	86.4	79.8	75.3	79.4	82.6	86.4	71.3	70.2	35.5
<b>ROMAN ROAD</b>	56	80.4	87.5	92.9	92.9	85.7	87.5	87.5	89.3	96.4	82.1	78.6	36.3
<b>Difference</b>		7.9+	5.6+	4.3+	6.5+	5.9+	12.2+	8.1+	6.7+	10.0+	10.8+	8.4+	0.8+

#### Average total point score

<b><u>34.2</u></b>	<b><u>34.0</u></b>	<b>34.4</b>	<b>36.3</b>
<b><u>2013</u></b>	<b><u>2014</u></b>	<b>2015</b>	<b>2016</b>

The data above highlights the percentage of children who obtained expected or exceeding levels in all Learning Goals for an Area of Learning.

Each year the average total point score has increased.

This year there is 1.9% increment compared to the APS in 2015.

Year on year children at Roman Road continue to make progress in all areas of the EYFS curriculum

**Nursery AM Progress Data July 2016**

<b>RWM</b>	Reading	Nursery AM Progress data (1 year)	9/10 90%	5/10 50%	3/3 100%	6/7 86%	0/0	9/10 90%	0/1 0%	6/7 86%	0/0	3/3 100%
		Nursery PM (1year)	6/7 86%	1/7 14%	2/2 100%	4/5 80%	0/0	6/7 86%	0/1 0%	4/5 80%	0/0	1/1 100%
		Nursery AM	7/7 100%	0/7	1/1 100%	6/6 100%	0/0	7/7 100%	0/0	4/4 100%	1/1 100%	0/0
		Nursery PM (2 years)	6/6 100%	1/6 17%	3/3 100%	3/3 100%	0/0	6/6 100%	0/0	4/4 100%	0/0	0/0
	Writing	Nursery AM (1 year)	9/10 90%	5/10 50%	3/3 100%	6/7 86%	0/0	9/10 90%	0/1 0%	6/7 86%	0/0	3/3 100%
		Nursery PM (1year)	6/7 86%	3/7 43%	2/2 100%	4/5 80%	0/0	6/7 86%	1/1 100%	4/5 80%	0/0	1/1 100%
		Nursery AM (2 years)	7/7 100%	0/7	1/1 100%	6/6 100%	0/0	7/7 100%	0/0	4/4 100%	1/1 100%	0/0
		Nursery PM (2 years)	6/6 100%	0/6 0%	3/3 100%	3/3 100%	0/0	6/6 100%	0/0	4/4 100%	0/0	0/0
	Numbers	Nursery AM (1 year)	10/10 100%	8/10 80%	3/3 100%	7/7 100%	0/0	10/10 100%	1/1 100%	7/7 100%	0/0	3/3 100%
		Nursery PM (1year)	6/7 86%	3/7 43%	2/2 100%	4/5 80%	0/0	6/7 86%	1/1 100%	4/5 80%	0/0	1/1 100%
		Nursery AM (2 years)	5/7 71%	0/7 0%	1/1 100%	4/6 67%	0/0	5/7 71%	0/0	3/4 75%	1/1 100%	0/0
		Nursery PM (2 years)	6/6 100%	0/6 0%	3/3 100%	3/3 100%	0/0	6/6 100%	0/0	4/4 100%	0/0	0/0

R	W	Read	Nursery AM (1	2/11	0/11	0/0	2/11	0/1	0/4	2/7
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**Nursery**  
**2015-**  
**2016**  
**Progress**  
**Reading**

End of nursery data highlights most children made expected progress A

larger proportion of am children make more than expected progress than the pm children

50% am and 14% pm Overall 93% of children made expected progress and 23% made more than expected progress.

One of the reasons for this is the attendance levels of pm children.

Boys have made more progress and there is a small gap of 6% between the am and pm boys and girls. (Attended 1 year)

These results correlate with results for girls in the areas listening and understanding

The SEN needs of the child in am nursery are far more complex than the child in pm session

**Writing**

End of nursery data highlights most children made expected progress.

Overall 93% of children made expected progress and 26% made more than expected progress

7% of am children make more than expected progress than the pm children

There is an overall disparity of 10% between the boys and girls this results correlate with area moving and handling

The SEN needs of the child in am nursery are far more complex than the child in pm session

**Maths**

End of nursery data highlights most children made expected progress.

Overall 90% of children made expected progress and 37% made more than expected progress

In maths a larger proportion of pm children made more progress than pm children

100% pm and 71% am

Girls attending the pm session have made more progress than girls attending in the am session (over 2 year period)

One of the reasons for this is the attendance of two girls in the am and SEN of Sophia

in the am session resulting in the disparity between boys and girls

ing		18%	0%		18%	0%	0%	29%
	Nursery PM (1year)	0/7 0%	0/7 0%	0/0	0/7 0%	0/1 0%	0/2 0%	0/5 0%
	Nursery AM (2 years)	2/7 28%	4/7 57%	0/0	6/7 85%	0/0	0/1 0%	6/6 100%
	Nursery PM (2 years)	2/6 33%	3/6 50%	0/0	5/6 83%	0/0	2/3 67%	3/3 100%
Writing		1/11 10%	0/11 0%	0/0	1/11 10%	0/1 0%	1/4 25%	0/7 0%
	Nursery PM (1year)	0/7	0/7 0%	0/0	0/7 0%	0/1 0%	0/2 0%	0/5 0%
	Nursery AM (2 years)	6/7 86%	4/7 57%	0/0	6/7 86%	0/0	0/1 0%	6/6 100%
	Nursery PM (2 years)	5/6 83%	4/6 67%	0/0	5/6 83%	0/0	2/3 67%	3/3 100%
Numbers	Nursery AM (1 year)	1/11 10%	0/11 0%	0/0	1/11 10%	0/1 0%	0/4 0%	1/7 14%
	Nursery PM (1year)	1/7	0/7 0%	0/0	1/7	0/1 0%	0/2 0%	1/5
	Nursery AM (2 years)	6/7 86%	4/7 57%	0/0	6/7 86%	0/0	0/1 0%	6/6 100%
	Nursery PM (2 years)	6/6 100%	5/6 83%	0/0	6/6 100%	0/0	3/3 100%	3/3 100%

Reading 22% of the children are above ARE at the end of nursery

Writing

38% of children are at ARE at the end of nursery

26% of the children are above ARE at the end of nursery

Maths

46% of children are at ARE at the end of nursery (15)

29% of the children are working above ARE at the end of nursery (16)

Children who attended nursery for more than 4 terms are the highest attaining group

### Next Steps following analysis of Raise on Line and OFSTED Dashboard data 2016

To align KS2 grammar, spelling and punctuation attainment with national for expected and greater depth the following strategies have been put in place:

- To improve marking and pupil/teacher presentation in books with an emphasis on grammar, spelling and punctuation (see Presentation and Marking Policies 2016 TA)
- Develop the role of newly appointed AHTs for Teaching and Learning to oversee the above
- To align with national for expected and greater depth for grammar and to improve teaching and learning pupils now take grammar, spelling and punctuation tests three times a year
- This is followed by question level analysis and is discussed at pupil progress meetings, where targets and strategies are set
- Develop the role of newly appointed AHTs for Teaching and Learning to oversee the above

To align KS1 SEN and Disadvantaged pupils attainment at KS1 to national the following strategies have been put in place:

- To scrutinise and account for SEN and disadvantaged attainment and progress, the Inclusion manager provides three yearly reports around impact of Pupil Premium funding for reading, writing, maths and grammar
- We have a wider range of intervention programmes for maths, reading, RWI
- We have lunchtime clubs and Literacy focused sessions, using our new library to allow enrichment opportunities to all pupils and notably SEN and disadvantaged pupils

See also Sen/Inclusion section of SEF report

See LAC report and full Intervention tracking sheet in SENCO file

See Teaching and Learning section of SEF

See Literacy and Numeracy coordinator file, action plans and Pupil Progress reports

### Progress and Attainment self evaluation -Outstanding

#### 3. Quality of Teaching and Learning – Headlines

Lesson observations data September 2015 – July 2016

	<b>Maths</b>	<b>English</b>	<b>M + E</b>	<b>Other</b>	<b>All</b>
<b>Good +</b>	27/29 93%	30/33 91%	<b>57/62</b> <b>92%</b>	11/12 92%	68/74 92%
<b>Outstanding</b>	9/29 31%	12/33 36%	<b>21/62</b> <b>34%</b>	7/12 58%	28/74 38%
<b>Good</b>	18/29 62%	18/33 55%	<b>36/62</b> <b>58%</b>	4/12 33%	40/74 54%



<b>RI</b>	2/29 7%	3/33 9%	<b>5/62</b> <b>8%</b>	1/12 8%	6/74 8%
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### Lesson observations 2014-15 and 2015-16

	Literacy 2015	Literacy 2016	Maths 2015	Maths 2016
<b>Good +</b>	92	91	84	93
<b>Outstanding</b>	33	36	24	31

Lessons observed as Good or above significantly better than 2014-15 for numeracy

Lessons observed as Outstanding significantly better than 2014-15 for numeracy

#### Next Steps

- INSET training followed by lesson observations focusing on mental maths and guided reading
- To carry out learning walks focusing on science, ICT and History (to replace formal lesson observations)
- To improve marking and pupil/teacher presentation in books (see Presentation and Marking Policies 2016 TA)
- Develop the role of newly appointed AHTs for Teaching and Learning
- To improve teaching and in turn results of grammar, spelling and punctuation across the school
- Tests three times a year for Grammar, spelling and punctuation
- Question level analysis following grammar tests
- Grammar too to be included in pupil progress report and incorporated into pupil progress meetings

Self evaluation – Outstanding

#### 4. Leadership and Management – Headlines

- Leaders and Managers have input into our SIP through their Action Plans and Governor Reports
- Leaders and Managers have all provided INSET training, monitored teaching, learning and planning in their subject
- Performance Management is now linked to performance related pay targets (this incorporates lesson observation grades, pupil progress, whole school impact and meeting Teacher Standards)
- All staff are aware of key priorities for 2016-17 for Teaching and Learning
- The Foundation Stage Coordinator is prioritising the management of the new Pre school and embedding of new staff

#### Key Next Steps

- The school has been asked to support a neighbouring school to implement strategies and manage change for improvement
- Two additional AHTs have been appointed to improve and develop teaching and learning across the school. This will include a significant focus on the quality of marking and book presentation. They will also support in policy writing, observe lessons, and carry out learning walks
- Following school restructure and appointment of an additional two AHTs for the school Leadership Team to meet weekly and the school Teaching and Learning team meet weekly.
- Prepare for and meet requirements for possible OFSTED Inspection 2016 (including whole school and preschool)

Self-evaluation: Outstanding

#### 5. Behaviour / Safety – Headlines

- We encourage pupils to reflect on both their own behaviour and the behaviour of their friends.

- Pupils and parents know the school do not accept discrimination, racism or bullying.
- All staff model appropriate and courteous behaviour with each other and with pupils.
- Parents are fully informed of behavioural systems and they are made aware of poor and good behaviour.
- We employ a specialist teacher and a councillor to work with children with behavioural and emotional needs and to improve social wellbeing.

Whole year data

	Sep 13 – July 14	Sep 14 – Jul 15	Sep 15 – July 16
<b>Rewards 3 / 4</b>	1,610	1,887	1,988
<b>Consequence 3 / 4</b>	333	298	261
<b>Reward 5</b>	125	154	151
<b>Consequence 5</b>	8	10	3

### Three year trend for total of rewards and consequences

	2013-14	2014-15	2015-16
<b>Rewards</b>	1,618	2,041	2,139
<b>consequences</b>	458	308	264

- There has been an increase in rewards and a decrease in consequences every year in the last three years. We manage the process of integrating new joiners with identified behavioural needs exceptionally. This has been acknowledged in the local community. Four pupils with identified behavioural needs (including ADHD) have transferred from a local school to Roman Road in the last two years. Those pupils have flourished and are of no cause for concern. The pupils and their parents are delighted with Roman Road. (SENCO to prepare parental testimonies / case studies to evidence this)

The Behaviour Lead organises special events for children with no consequences

We run daily lunch time sports clubs. Six places are reserved for pupils who have difficulty interacting and playing responsibly, during the lunch hour. As a result of this there are fewer behavioural issues at lunch time and these pupils are learning how to behave better with peers and to follow instruction. The Learning Mentor works with two pupils who require support below specialist threshold (ie council ling/therapeutic level) at least three times a week

We have appointed an additional sports coach to run an additional lunch time club.

### Key Next Steps

For more staff to be trained in Positive Handling

To have playground markings in KS1 playground in order to engage pupils in positive play and turn taking play. To ensure less consequences at play and lunchtimes

For TAs to be trained on games and activities to support pupils in playing games.

To increase the number of pupils that do not receive any consequences 2016 – 17. (September 2014 - July 2015 - 36 children pupils did not receive any consequences for the whole year. Whereas September 2015 - July 2016 - 42 children pupils did not receive any consequences for the whole year).

Self- evaluation behaviour: Outstanding

SEN - Good

## 6. Moral, Social, Cultural, Spiritual Development – Headlines

Circle time resources added and used effectively within classes, and showing a positive impact on communication and behaviour within the school.

British Values has been promoted within the curriculum and samples of work have been collected as evidence.

Coordinator training on ‘Homophobic, transphobic and biphobic’ bullying within schools, to deliver an inset

in Spring Term.

Coordinator attending a course on implementing PSHE within the curriculum in October.

High moral standards are promoted and adhered to across the school. Pupils understand the difference from right and wrong and demonstrate this at school.

For assemblies, PSHCE and RE we use SEALS materials. We use circle time to develop pupils' self-confidence and respect of others.

Teachers follow up with questioning to make learning more meaningful and personal.

Staff have been trained and supported with teaching P4C Philosophy for Children and understanding our British Values Policy.

Teaching Assistant training to understand our British value Policy and expectations

Regular assemblies around anti-bullying, anti-racism, Internet Safety, PREVENT and British values

All pupils have had Road Safety awareness assemblies

Foundation Stage pupils now a daily assembly

### Next Steps

To consolidate a SOW which highlights cross curricular teaching and learning opportunities directly linked to British Values (also linking to e-Safety)

Teacher training on delivering successful PSHE and P4C lessons in Spring Term.

Anti-bullying week 14<sup>th</sup>- 18<sup>th</sup> November- potential workshops, circle time, assembly themed around bullying and diversity.

## 7. SEN - Headlines

### SEN

SEN and/or disabilities attain the same high standards of learning as all other pupils. All pupils show a desire to achieve and participate in all aspects of school life.

All parents attend and contribute to Pupil Review Meetings.

Every Child Matters meetings are held termly. They include the SENCO, CP officers and Attendance Leads

Our Provision Mapping is supported by high quality resources, which enables for the effective deployment of human resources. We hold a complete SEN Register.

We have developed a tracking system for all pupils on an intervention programme

Intervention decisions are reviewed termly following Pupil Progress meetings

We are part of the RLI reading pilot for pupils with Downs Syndrome

SENCO works closely with outside agencies e.g EP, CNS, LCIS, NHS and we bought in extra speech and Language ,school councillor, Dyslexia/dyscalculia services

CPD for staff - staff are trained when needs arise for particular pupils

### Next steps:

Senco has started termly meeting with teachers to discuss pupils with SEN/Disabilities or concerns

SENCO to apply for and complete the National Award for SEN as require by law

To consolidate and make greater use of the SEN intervention tracking system (scrutiny of Pupil Premium), with provided report

For all Teaching Assistants to be trained in B Squared.

*(See Intervention Report January 2016 for impact and progress data and analysis)*

## 8. Clubs and Extended School Services

Uptake for Extended School Services

	Sep – Dec 2014 Sessions attended	Sep – Dec 2015 Sessions attended	Sep – Dec 2015 Sessions attended	Comparison 2015 -2016
<b>Breakfast Club</b>	740	980	<b>1160</b>	<b>+180</b>

<b>After School Club</b>	533	630	<b>415</b>	<b>-215</b>
<b>Sports clubs (including lunch/after school))</b>	967	3,780	<b>4,096</b>	<b>+316</b>
<b>Total</b>	2,240	5,390	<b>5,671</b>	<b>+281</b>

Breakfast Club provision almost doubled in last few years

Four times more Sports sessions provided in last few years

To provide lunch time sports clubs run by sports coaches in KS1 and KS2, to improve the sports provisions we provide and to prevent behavioural issues at play time by way of organised activities

We have significantly improve our Breakfast Club service by way of improved breakfast options and more exciting club activities such as homework and construction; cooking; drama and board games

#### **After school club numbers down from last year ....**

#### **Next Steps**

Toddler Group – to integrate children and prepare them for pre-school setting; and for parents to make links with the school

To provide Parent Groups around different learning opportunities such as phonics; and to use LA funding for ICT, English, maths and MFL training for parents.

To have a preschool sports club for KS2 in which pupils will also be provided with breakfast

External agencies providing sports clubs for the community, using school facilities

Tracking data around uptake of these clubs for pupils with poor attendance

To provide TA Level 2 training in house (including school placements) for between 12 and 15 people

## **9. Attendance**

### **Attendance and Punctuality - Attendance figures for the Year 2015-16 term for children of compulsory school age**

#### **Comparative Attendance data**

	<b>Authorised</b>	<b>unauthorised</b>	<b>Overall</b>
<b>Sep 13 – July 14</b>	3.7%	1.4%	95.3%
<b>Sep 14 – Jul 15</b>	3.7%	1.5%	94.8%
<b>Sep 15 – Jan 16</b>	2.3%	0.9%	96.8%

<b>Group</b>	<b>Authorised absences</b>	<b>Unauthorised absences</b>	<b>% Attend</b>
<b>Sept-May 2015-16</b>	2.5%	1.6%	96%

Sep – Dec 2016 was high ????as DFE have raised the threshold of persistent absence from 85% to 90%, which increases the number of children deemed with persistent absence.

#### **Attendance comparisons and trends**

	<b>Attendance</b>
Sep 2010 - Jul 2011	93.8%
Sep 2011 - Jul 2012	94.9%
Sep 2012 - Jul 2013	96%

Sep 2013 – Jul 2014	95.3%
Sep 2014 – Jul 2015	94.8%
Sep 2015 – Jul 2016	95.5%

Comparative data of Penalty Notice issued.

Year	No of PNs Issued
2013-14	28
2014- 15	11
2015 - 16	32

### **Actions to address attendance and punctuality**

Letters / phone calls are now made where attendance is between 85-95%

The amount of late sessions / pupil's late has increased in 2016?????. A reason for this may be that siblings in Newham are now being allocated different schools due to shortage of vacancies; therefore some parents have to different schools to drop off their children. Local authorities have extended catchment areas and many pupils are now coming from further afield. We have a few 'persistently' late pupils which inflate figures. We are also gaining an additional 30 pupils each year

There is a weekly attendance meeting with the DHT and Attendance Officer and office admin representative, to discuss and minute all concerns and agree solutions

We will prioritise and target the parents of 'persistently late' pupil

#### Next Steps

To track data for pupils that are late to school and respond accordingly

The schools Attendance Officer (following the departure of our EWO) is now assigned to working on all aspects of attendance. This will allow for fluidity and continuity and will be more time and cost effective. This situation is being monitored and subject to change.

Self -evaluation

## **10.Pupil Premium**

### Sport Premium

PE lessons are well balanced and inclusive, incorporating FMS (Fundamental Movement Skills) from the Create Development programme.

Wide range of clubs (see above).

Lunchtime clubs are used to promote healthy and active life styles as well as to improve behaviour and skills.

Active playgrounds (fun stations set up around the play grounds). Educational markings and games in FS and KS1 playgrounds

Sorts Day: Children get the opportunity to develop basic fundamental athletic skills. Competitions are set up between the houses in the school: Red; Blue; Green; Yellow and white.

Swimming: We have changed our approach this year. Children will start swimming lessons in Year 5 and swim every week for three terms up to Year 6. This will ensure that children are able to swim the required 25m by the end of Year .

We have two specialist SSCO coaches in our school. These coaches provide high quality PE lessons across the school. They also receive high quality CPD training half termly from the borough. CPD have included: team

teaching, modelling good practise, outstanding lessons in PE and incorporating Parkour training into lessons.

We have two specialist SSCO coaches in the school.

SEN and G&T children are not only catered for in whole class lessons but they also work in smaller groups at lunchtimes and afterschool with one of specialist coaches. During these sessions children develop a broad range of skills.

All children have access to a minimum of two hours PE every week.

During lunch times all children have access to extra health and fitness. Children drive the promotion of healthy and active life styles. The PE prefects (children from year 6) help run the clubs at lunchtime and be responsible for equipment during break times which it is overseen by the specialist coaches.

Our after school clubs provide an extensive amount and range of opportunities for our children.

We received a gold sports mark award from Sainsbury's for our commitment to and the development of competition, school sport and physical education (one of only six schools in the borough to receive this award).

Langdon School partnership events; receiving a trophy and medals for first place in KS2 years 3-4 boy's handball tournament.

For full details see Sports Premium Policy

## **2016 commentary**

### **11.Pre School**

#### **School and staff**

With the introduction of the preschool provision for 2 year old children in February 2015 we now have 6 children attending in the morning session and 2 in the afternoon.

The children have access to a brand new purpose built environment that offers children and their families:

- A rich and varied environment, that enables small children to become independent and confident learners
- Access to a wide range of developmentally appropriate resources and sensory experiences.
- Access to a stimulating outdoor area on a daily basis, with free access whenever possible.
- Staff who are deployed in flexible way in order to meet both the EYFS ratio requirements and the needs of individual children.
- Staff who have up to date knowledge of child development and safeguarding which is used to inform our everyday practice
- A carefully managed transition process that ensures children feel safe, secure and confident when joining preschool and the transition from preschool into our nursery.
- Where we monitor and share with parents the progress children have made and identify where a child is progressing well and where progress is less than expected.

#### **Parents/carers and children**

The provision is means tested and provides free funded places for children aged 2 -3 years of age.

We support the children and families attending our Pre-school in the following ways

- We maintain an effective system to carry out the statutory two year old progress check reviewing the child's development with parents to ensure that a clear picture of the child is shared and fully understood
- We make home visits to ensure smooth transition and assessment of child's needs and interests
- We maintaining effective parental engagement through regularly meetings to discuss and share their child's learning and development
- We encourage parents/carers to take part in 'Stay and Play' sessions where parents stay, have fun with their children and become involved with their learning.
- We offer advice and support to parent on how to help their child with early education- encourage reading books, storytelling and singing
- We give advice on how to develop speech and language and the importance of playing with their child.
- We provide guidance through the service of other professionals such as the school nurse, health visitors who give advice on healthy eating and healthy lifestyles, advice on potty training, oral hygiene and speech and language

### **Additional Information**

The Preschool has places for 20 children in the morning and 20 in the afternoon the session times are the same as our nursery sessions 8.30-11.30 and 12.15 to 3.15

Pre-school places are funded by LA and there is a criterion which is set by the government.

Parents apply for admission into preschool by completing an expression of interest form which is sent off to the LA who then complete the checking service and let us know if the child is eligible.

### **Assessment in Preschool**

In terms of assessment, once the child has been admitted into our preschool we complete a 2 year old progress check. This is completed within 6-8 weeks of attendance and the information shared with parents. Ongoing observations of the children and discussions with their parents informs our planning and supports assessment judgments in the three prime areas of the EYFS

### **Tracking Progress**

Children in Preschool are assessed and tracked in the 3 Prime areas of the Early Year Development Matter. These are Personal Social and Emotional development, Physical Development and Communication and Language development.

The data below shows the level of progress the children have made since attending preschool from February to July 2015 At our school we consider good progress to be one point per term (3 points over the course of the year.) Children making at least good progress whilst at our preschool.

### **Next Steps**

#### Next steps

- To increase the numbers in pre-school by working with local children's centre and child minder link coordinator and advertise our provision within our the local cluster schools
- To offer parents/carers self-funded sessions
- Network and drop in sessions primarily for local child-minders and signposting to other local childcare providers, including information on local home-based childcare
- To promote Mother and Toddler group

## 12. Curriculum

### Commentary

- The use of the Library has been successful this year. All classes visit the library for a library session.
- British Values was a focus and all classes made the most of cross curricular opportunities to incorporate BV
- build on the successes from this year.
- This was the first year of the new KS1 and KS2 tests where the Grammar, Reading and Maths. Tests had a higher level focus.
- A new PE curriculum was introduced in the summer term in line with the National Curriculum.
- This September 2016 , the Newham Agreed Syllabus for RE was introduced and this will need to be monitored next year as it starts from Reception to Year 6. The main change is that there are assessment tasks which need to be completed at the end of the unit.
- Lessons and skills were taught throughout ICT lessons. The focus is to embed different ICT skills within the curriculum.
- Music and PE were taught by subject specialists in most year groups.
- Termly curriculum plans are available on the school website and were given to parents termly.
- We have informed parents of curriculum changes and the higher expectations of the new curriculum via termly curriculum booklets
- ICT resources are being used effectively throughout the curriculum and that ICT is part of everyday learning,

### Next Steps

- The school is working towards the Arts Mark.
- We are now considering creative ways to link the use of the school farm to the curriculum ie science
- Years 2, 4 and 6 are set 3 ways, for Maths and English, in order to deliver a more focussed curriculum to suit individual learning needs.
- To consolidate testing for grammar, spelling and punctuation
- We have resourced our new library in line with Curriculum 14 and fully integrated it into teaching and learning opportunities

See Teaching and Learning section of SEF

## 13. Whole School Next Steps for 2016 – 18

- Promote, develop new AHTs for teaching and learning across school
- Work with, guide support a partner school (Grange Primary) as requested by LA
- To improve teaching and learning of mental maths
- To improve teaching and learning of guided reading
- Consolidate use of 'Learning Walks' for ICT, science, Hist/Geog
- Develop a new method to track the progress of 'skills' in all subjects
- Use new Raise on Line format and Fischer Family data to support report writing ie SEF, SDP
- Plan for move toward three form entry in lower years
- Prepare for and meet requirements for possible OFSTED Inspection 2017
- Improve attainment and progress in grammar and higher order reading

## 14. Response to OFSTED 2013

We were required in OFSTED Inspection of January 2013 to improve attainment of 'higher ability' (Level 5+) for reading.

	2013	2014	2015	2016
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				Greater Depth
Achieved Level 5+ Reading	42%	69%	35%	22%

See Section 10 and 13 for additional commentary regarding Level 5 Reading 2015  
See Appendix 1 for Reading Action Plan

## 15. Parents Questionnaire July 2016

surveys completed      Percentages given according to the number of parents who expressed a preference.

### Roman Road School Questionnaire for Parents July 2016

<b>The Learning Experience</b>	
There is range of activities that my child enjoys within the school curriculum.	96%
The school provides regular homework.	96%
<b>Home-School Relationships</b>	
Parents are kept informed of events at school e.g. by newsletter, texts.	100%
The staff at the school are approachable ie parents know who to go to when they have an issue or need support.	96%
The school is a welcoming place for parents and carers.	100%
I am kept informed about how my child is getting on.	100%
I know how I can help my child at home.	97%
<b>Making a Contribution</b>	
The school takes account of the views of my child.	96%
The school helps my child develop the skills and knowledge he or she needs to succeed in the future.	100%
I am happy with the amount of activities provided for children before and after school	92%
<b>Relationships with Staff and other Pupils.</b>	
My child is treated fairly.	100%
The school recognises individual behavioural needs of pupils and supports them, through behavioural plans.	98%
The school has a Rewards and Consequence system for behaviour that the pupils know and follow.	98%
The school teaches my child to respect people from different backgrounds, races, religions etc.	100%
The school is good at dealing with bullying and racism when it happens.	96%
<b>Well-Being</b>	
My child feels safe at school and is taught health and safety issues.	95%
The school encourages my child to take part in sport regularly for exercise.	99%
My child has a healthy balanced school meal which provides	97%

salad and fruit.	
The school helps my child know how to manage his/her feelings	97%
Roman Road is a good school and I would recommend it to others	99%

### **Roman Road Parent Questionnaire Comments 2016**

All teachers are very helpful when I need support for my child's needs in homework.

Thanks a million for your work more to do in the coming school year, have a great holiday. I am grateful.

Very good standards and teachers/ support team.

A lovely, friendly school wit well behaved children and supportive teachers of excellent quality.

I'm very sad to leave the school this year (year 6 parent).

Thanks to Miss Ali for great attitude and she's been a lovely teacher.

All agreed.

Very good.

#### **For Improvement.**

A varied menu of after-school clubs are required. Not just sports!!

Arts, drama, dance, science clubs etc.

If afterschool clubs could end at 5pm instead of 4.30. that would be a great help for working parents.

New playground in KS1. Yes there is enough space!! Air- conditioning in classrooms, shade-sails?? Fix up area under the tree.

Sometimes not enough notice for events.

The school doesn't have enough places in after school club for children.

Give more challenge to children and put them in competition such as Sat and 11+ for most children who are gifted.

